

# TIPS FROM THE ELEMENTARY WORLD LANGUAGE CLASSROOM

CCFLT Spring Conference Loveland, Colorado

Yesenia Pérez: Cottonwood Plains Elementary Loveland, CO [yesenia.perez@thompsonschoools.org](mailto:yesenia.perez@thompsonschoools.org)

Andrea Boyd : Cottonwood Plains Elementary Loveland, CO [andrea.boyd@thompsonschoools.org](mailto:andrea.boyd@thompsonschoools.org)

Ida Weber: Truscott Elementary Loveland, CO [ida.weber@thompsonschoools.org](mailto:ida.weber@thompsonschoools.org)

Leticia Gronlund: Truscott Elementary Loveland, CO [leticia.gronlund@thompsonschoools.org](mailto:leticia.gronlund@thompsonschoools.org)

# TIME TO NETWORK...

## WHO YOU ARE IN 3 MINUTES

Talk to a person you **don't know** and share:

1. Your name
2. Where you teach (if you do)
3. What levels you teach and the frequency
4. What you had for breakfast this morning
5. What you are passionate about



**@CCFLTspring2017**

**@langchat**

**@earlylang**

**@suarez712002**

# CLASSROOM MANAGEMENT -PART 1

- ❑ Routines
- ❑ Procedures
- ❑ Classroom jobs
- ❑ Class dojo
- ❑ Groups: letters, colors, shapes, animals, flavors....

# CLASSROOM MANAGEMENT -PART 2

- ❑ Groups/Seating Charts
- ❑ Quiet Signal
- ❑ Raise your hand (PLEASE!!!)
- ❑ Bathroom policy (passes, frequency)
- ❑ Plan, plan, plan (Teach to different audience)

# CLASSROOM MANAGEMENT -PART 3

- ❑ Early finishers
- ❑ Stations
- ❑ Students doing different things
- ❑ Brain Breaks
- ❑ Always have songs, poems, that students can sing, say during transitions.

# CLASSROOM MANAGEMENT -PART 4

- ❑ Leave everything ready the day before
- ❑ Model, model, model (Yes 3 times at least!)
- ❑ Observe other teachers ask for help!
- ❑ Have an administrator, colleague observe your most challenging class

# TOP RESOURCES

☐ [Mi mundo en palabras](#)

☐ [Calico Spanish](#)

☐ [Spanish Playground](#)

☐ [Creative Language Class](#)

☐ [Real language right away](#)

☐ [Mi Vida Loca](#)

☐ [Rockalingua](#)

☐ [Zambombazo](#)

☐ [Tecla](#)

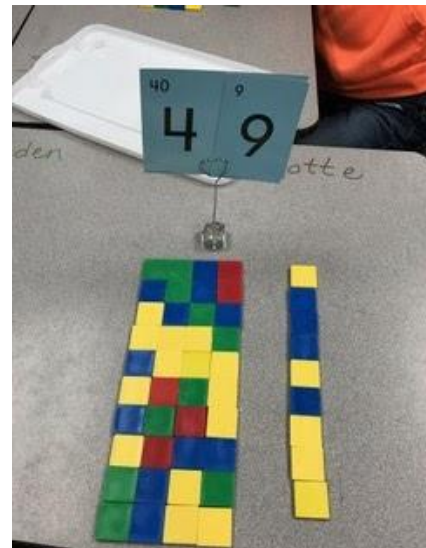
☐ [Mundo de Pepita](#)



# MUSIC



## SOME EXAMPLES



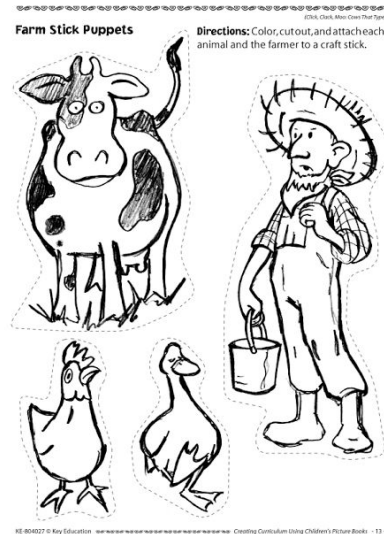
# SOME EXAMPLES



# LET'S READ A SPANISH STORY \CLIC CLAC MOO

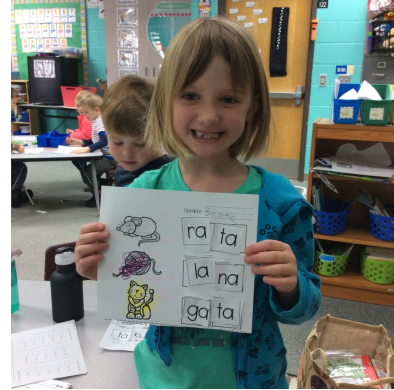
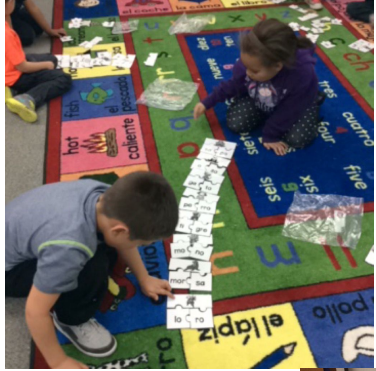
Prepare pictures for:

- ★ Vocabulary
- ★ Characters
- ★ Setting
- ★ Prompts for this story, typewrite, animals, barn, farmer
- ★ games





# EXAMPLES



# SPANISH RESOURCES

## SPANISH LANGUAGE E-BOOKS AND MORE FOR EMERGING READERS

- [CUENTOS INTERACTIVOS](#)
- [BOOKFLIX STORYPLACE](#)
- [TUMBLEBOOKS](#) (SUBSCRIPTION OR AVAILABLE THROUGH YOUR SCHOOL OR LOCAL LIBRARY)
- [WIGGLEWORKS](#) (GRADES PREK-3; SUBSCRIPTION OR AVAILABLE THROUGH YOUR SCHOOL)
- [PRIMERA ESCUELA](#)
- [PRINT AND PRACTICE AT THE LITERACY CENTER](#)
- [BILINGUAL PLANET](#)
- [MAMA LISA'S WORLD](#) – INTERNATIONAL MUSIC & CULTURE

## APPS FOR KIDS / ALL AGES

- [LEARN SPANISH BY MINDSNACKS](#)
- [CRICKET KIDS: OPPOSITES](#)
- [SOUND TOUCH](#)
- [SPANISH A-Z](#)

## SPANISH LANGUAGE THEATER

- [SPANISH READERS THEATER: HUEVOS VERDES CON JAMÓN](#)
- [SPANISH READER'S THEATER: LA GALLINITA ROJA](#)
- [MORE SPANISH READERS THEATER AT TEACHERS PAY TEACHERS.COM](#)
- [OBRAS DE TEATRO INFANTIL Y JUVENIL](#) –
- [OBRAS DE TEATRO INFANTIL](#)

# SPANISH RESOURCES 2



## Spanish Portals

- [Curious George Juegos](#)
- [Leamos en Familia – Reading Is Fundamental](#)
- [Semillitas de Aprendizaje – Reading Is Fundamental](#)
- [The Literacy Center](#)
- [Mi Mundo en Palabras](#)
- [Super Saber](#)
- [PurposeGames – Spanish](#)

[123 TeachMe: Spanish for Kids](#)

[Online Free Spanish](#)

[Primary Spanish](#)

[Hello World Spanish](#)

[SpanishDict.com](#)

## LEVERAGE YOUR RESOURCES

- Combine your classroom resources to make the most of them.
- Use a counting song to teach one-to-one correspondence as well as the numbers in the target language. As students sing along counting to ten, they stack interlocking blocks together. When the song repeats, they take apart the blocks one by one. They continue until the song ends.





- Use your environment to your best advantage. That classroom rug can be a teaching tool instead of just a gathering spot.
- Use it to teach colors. Play a song that teaches colors. When the song reaches a particular color, the students who sit at that table color, get up to sit on the rug *and* have to sit on the matching color square.
- Use it to teach masculine and feminine articles. If the classroom rug has pictures with words, the girls have to find a spot that says “la”, and the boys have to sit on a square that says “el”.

# ¡SOLO ESPAÑOL, POR FAVOR!

Strategies to get your students speaking in the target language in the elementary classroom



# STRATEGIES #1: MODEL, MODEL, AND MODEL SOME MORE

- Use target language **ALL THE TIME**
  - Think out loud
  - Restate in the target language
    - Student: Sra. Weber, my cat had babies!
    - Sra. Weber: ¿Tu gata tuvo bebes? ¡Qué lindo, felicidades!
- > *Do not correct, but say it correctly.*
- Full sentences
    - Sentence starters (*see classroom routines*)

## STRATEGIES #1: CONTINUES...

- **Don't tell me, show me**

- Become an actress/actor
- Gestures
- Point
- Photos/Videos

*\* The more they understand while you stay on the target language, the more comfortable they'll feel to use the language.*

- **I say, you say**

- Teacher gives directions

*> What are we going to do? How are we going to do it?*

- Students repeat directions

## STRATEGIES #2: ATTENTION GRABBERS



### Teacher

1, 2, 3, ojos a mí

1, 2, 3, ya terminé,  
lápiz en la mesa...

Piernas cruzadas, manos  
dobladitas...

Paleta de fresa



### Students

1, 2, 3, ojos a ti

Manos en la cabeza

Listos para escuchar

Manos en la cabeza

## STRATEGIES #3: MAGIC WORDS



Baño, por favor.

¿Puedo ir al baño?

Ayuda, por favor.

Necesito ayuda, por favor.

Borrador, por favor.

Necesito el borrador, por favor.

*\*Post them & make them visible, accessible & understandable.*

## STRATEGIES #4: LET THE STUDENTS DO THE TALKING

- When a student doesn't know what to say or do.
- When more than one student are not clear on the directions.

> *Chicos, dígale a \_\_\_\_\_ que tenemos que hacer?*

> *Clase, ¿qué es \_\_\_\_\_?*

> *Clase, ¿qué dice si necesita ayuda?*



# STRATEGIES #5: CLASSROOM ROUTINES

## Choosing lunch

- ¿Qué vas a comer?

## Weather

- ¿Qué tiempo hace hoy?
- Hoy hace...
- Hoy está...

## ¿Cómo me siento?

- Hoy me siento...
- Hoy estoy...



## STRATEGIES #6: MUSIC & POEMS

**Música Maestro!**



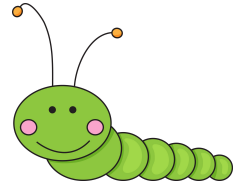
**Relevant & interesting to  
students!**

**Poemas**

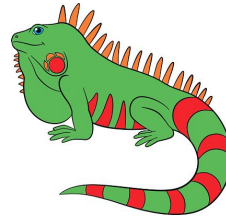


**La hoja es verde.**

**Verde es la oruga.**



**La iguana es verde**



**y también la lechuga.**



## STRATEGIES 7: CELEBRATE!

->Caught you!

- Yo hablo español lanyard

->Dojo Points

>Whole class to student

>Teacher to student

>Teacher to class

